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The Influence of Entrepreneurial Knowledge to Student's Entrepreneurship Interest, Case Study: Student of Management Study Program, Faculty of Economics, Saint Thomas Catholic University Medan

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Abstract:

The purpose of this research is to know how much influence of entrepreneurial knowledge to student's interest from Management major at University Catholic of St. Thomas Medan in entrepreneurship. The research uses descriptive and quantitative methods with 96 samples which taken randomly using online questionnaire and data analysis using simple linear regression. The research result shows that 51,04 % of students with entrepreneurial knowledge agree with entrepreneurship course and 44,17 % of students agree that entrepreneurial knowledge can support student's interest in entrepreneurship.

From the test result obtained: 1) Determination coefficient (R^2) is equal to 0,230 which student's interest in entrepreneurship is equal to 23,0 % influenced by entrepreneurial knowledge and 77,0 % influenced by other factors which are not explained in this research (for example: synergy of business introduction, Marketing, and e-commerce courses). 2) Regression equation: $Y = 1.966 + 0,490e$, where level of significance $0.000 < 0,05$, t-count is equal to 5.306, which is bigger than t-table that is equal to 1,65. So, H_0 is rejected which means entrepreneurial knowledge has positive impact on student's interest in entrepreneurship.

Based on discussion we can conclude that: 1) entrepreneurial knowledge still has low impact on student's interest in entrepreneurship ($R^2 = 0.230$), hence, to develop student's interest in entrepreneurship, it is necessary to give students more applicable courses with support from other courses like business introduction, Marketing, and e-commerce courses. 2) there is still students disinterest in entrepreneurship, hence University Catholic of Saint Thomas Medan need to establish students union as an apprenticeship place or a place to learn entrepreneurship for students with high interest in entrepreneurship and avoid them from unemployment. 3) For further research it is better to add other factors which can explain dependent variable of student's interest in entrepreneurship like Probability, Personality, entrepreneurial motivation, family environment of students after graduated from their university.

Keywords: *Entrepreneurial knowledge, student interest*

1. Introduction

Total population of Indonesia has reached 271 million inhabitants in 2020 with population growth increases from year to year. It means the government must provide more jobs as the population increases. However, as the industrial era changes into digital industry era 4.0, then new problem will arise such as depletion of jobs in line with increasing number of job seekers which will lead to increasing number of unemployment. The high unemployment rate is a main problem faced by Indonesia now and this is exacerbated by increasing number of foreign workers who enter Indonesia for working from year to year in the era of ASEAN economic community, the unfinished Covid19 pandemic, and the Indonesian government's plan to delay the admission of civil servants in next 2 years.

The latest statistical data obtained from BPS in February 2020 shows: 1. The total workforce in February 2020 was 137.91 million, an increase of 1.73 million compared to February 2019. 2. In the past year, the number of unemployed has increased by 60 thousand people in February 2020 and this is still added to the number of unemployed people caused by the Covid-19 pandemic by 3 million workers. 3. The working population is 131.03 million people, an increase of 1.67 million people compared to February 2019. Over the past year (February 2019 – February 2020), the percentage of formal workers has increased by 0.77 percentage points. Employment has increased significantly derived from Education Services (0.24 percentage points), Construction (0.19 percentage points), and Health Services (0.13 percentage points). Meanwhile, the decline in employment came mainly from the Agriculture (0.42 percentage point), Trade (0.29 percentage point) and Other Services (0.21 percentage point) sectors. 4. The highest percentage of workers in February 2020 were full-time workers (working hours at least 35 hours per week) amounting to 69.90 percent. Meanwhile, part-time workers are divided into two, namely part-time workers (23.74 percent) and semi-unemployed workers (6.36 percent). In the past year, the percentage of underemployed workers fell by 1.01 percentage points, while the percentage of part-time workers increased by 1.07 percentage points (www.bps.go.id) Based on the information above, it can be concluded that a

significant increase in population in Indonesia has not been accompanied by an increase in the number of jobs, which has resulted in increasing unemployment. Based on the description above, the authors are interested in conducting research with the title: The influence of entrepreneurial knowledge on the interest of students from the Department of Management, Faculty of Economics, Catholic University of Santo Thomas Medan to be an entrepreneur.

1.1. Problem Identification

To ensure positive and significant influence of entrepreneurship knowledge on students interest in entrepreneurship in the Management Department of the Faculty of Economics, Catholic University of Santo Thomas, Medan.

1.2. Research Objectives and Benefits

This study aims to determine and analyze impacts of entrepreneurial knowledge on students' interest in entrepreneurship while there are two benefits of this research in the form of a) Theoretical Benefits. It can be knowledge and scientific insight to researchers and readers about the effect of entrepreneurial knowledge on entrepreneurial interest. b) Practical Benefits. For researchers, it can provide benefits in the form of increasing insights about the condition of society and develop the ability of writers to think critically about issues that exist in society. In addition, as a writer exercise to determine solutions to problems and challenges in the future related to entrepreneurship. For educational institutions, it can helps to improve the quality related to entrepreneurial knowledge on entrepreneurship interest and become an evaluation of institutions in order to provide better facilities. For students, it can provide better entrepreneurship interest and participate in reducing the unemployment rate of the undergraduate generation. In addition, this can also be used by students to develop further research.

1.3. Hypothesis

There is a positive and significant influence of Entrepreneurial Knowledge on Student Entrepreneurial Interest in the Management Department of the Faculty of Economics, Catholic University of Santo Thomas, Medan.

2. Literature Review

2.1. Definition of Knowledge

According to Bloom in (Winkel, 2004: 283) knowledge is a memory in the brain based on what has been mastered. Meanwhile, according to Djaali (2012: 77) knowledge is the ability to memorize, remember, understand or provide information. "This means that knowledge consists of direct knowledge, namely knowledge obtained before a person becomes an entrepreneur, indirect knowledge obtained from various parties that occurs when a person becomes an entrepreneur or when he becomes an entrepreneur (Widayana, 2005: 9).

Based on some definitions of experts, it can be concluded that knowledge is the ability in terms of studying, remembering and storing in the human brain based on the things that have been given so that humans know about information.

2.2. Understanding of Entrepreneur

According to Longenecker (2001: 4) an entrepreneur is a decision maker that helps established a free corporate economic system. An entrepreneur is also someone who starts or operates a business. According to Nitisusastro (2012: 26) an entrepreneur is someone who organizes, operates and calculates risks for a profitable business.

Based on the description above, according to Suryana & Bayu (2010: 102-117) there must be characters that can support an entrepreneur to achieve goals, including:

- Ape Workers
- Never Give Up
- Have the spirit.
- Have Commitment.

According to Saiman (2009: 26) suggests 4 factors that encourage a person to become entrepreneur, namely:

- Profit = determine the desired profit.
- Freedom = Free to manage time
- Personal dream = escape from work routines.
- Independence = a manager towards himself.

2.3. Understanding of Entrepreneurship

According to Hisrich (2001) entrepreneurship is defined as a process to create additional wealth by individuals who are ready to take risks in terms of capital and time, besides adding value to a good or service. According to Saiman (2009: 43) entrepreneurship is an effort in creating business activities based on the will and desire of itself. This means that with entrepreneurship, it can create wide employment opportunities, does not depend on other people to get jobs and can help the government reduce unemployment by opening jobs.

2.4. Understanding of Entrepreneurial Knowledge

Entrepreneurship knowledge through entrepreneurship courses taught in tertiary institutions will increase knowledge in terms of entrepreneurship theory and practice in the form of being directly involved in selling the products / services that have been created.

Entrepreneurial knowledge is the result of a process carried out by the human senses to observe, hear and feel what other entrepreneurs do and produce so that humans become aware of the entrepreneurial profession. Someone who already has entrepreneurial knowledge will be more careful in analyzing and making decisions in the continuation of his business (according to Mustofa in Novianto G. 2017's research).

The hope of this research is how entrepreneurial knowledge can increase student interest in entrepreneurship in the Management Study Program of the Faculty of Economics, Catholic University of Santo Thomas, Medan, because if students have a high interest in entrepreneurship, students will be more interested and implement it by opening new business opportunities. This helps to boost Indonesia's economy.

2.5. Entrepreneurship Interests

According to Slameto in Winarsih (2014:4) enthusiasm is a feeling prefer to and feel the interest at one particular matter or activity, without there is ordering. While according to Departmental Language Center of National Education (2006:656) defining enthusiasm as high liver tendency to something, enthusiasm and desire. According to Hendro (2011:30), entrepreneurship is ability of exist in somebody self to be can be exploited in an optimal fashion so that deflect to improve the level live

Factors that encourage interest in entrepreneurship according to Bygrave in Buchari, 2011: 11) are as follows:

Personal factors, regarding aspects of personality, they are:

- Dissatisfaction with someone's work
- Termination, no other work
- Encouragement due to age
- Courage to take risk
- Commitment / high interest in business

Environmental factors, regarding the relationship with the physical environment, they are:

- Competition in the world of life
- Sources that can be used such as capital, savings, inheritance, buildings, and strategic locations
- A business training course or business incubator
- Government policies, ease of business location, facilities credit and business guidance.

Sociological factors, regarding link with the family, they are:

- Relationships or relations for other people
- A team that can be invited to work together in doing business
- Encouragement from parents to open a business
- Family assistance in various conveniences
- Previous business experience

According to Johanes in Walgito (1999: 35), interests are classified into two, namely intrinsic and extrinsic interests. Intrinsic interest is an interest that arises from within a person without any outside influence. This interest arises because of the influence of attitudes, perceptions, learning achievement, talents, motivation, gender and work expectations. Extrinsic interest is an interest that arises in a person due to outside influences. Extrinsic interest arises because of the influence of the background of the parents' socio-economic status, parental interests, information, environment, etc.

According to Winkel (2004: 212) indicators to measure interest in entrepreneurship including:

- Not dependent on others. An entrepreneur who has started to open and run his own business will be more confident in being able to succeed in the future without needing to depend on other people to get a job.
- Helping the social environment. The social environment that is around a person will be helped by the presence of new job fields, so an entrepreneur can help his social environment.
- The feeling of being happy to be an entrepreneur. Making someone perform their work activities to the maximum and increasing the tenacity and enthusiasm to fight until an entrepreneur is successful.

3. Research Methodology

3.1. Population and Sample

- The populations are 159 students of Management major at the Faculty of Economics, University Catholic of Saint Thomas Medan in 2018/2019 and have taken entrepreneurship courses.
- The technique used for data collection is in the form of an online questionnaire (Google Form)
- The sampling method is determined based on the desired maximum error (error), with the formula (Supranto, 2009: 113):

$$n = \left(\frac{Z_{\alpha/2}^2 \times \sigma}{\varepsilon} \right)^2 = \left(\frac{1,96 \times 0,5}{0,1} \right)^2 = 96,04$$

The confidence level is set at 95% ($\alpha = 5\%$, so that $Z_{1/2\alpha} = 1.96$), the maximum error (ϵ) = 0.1. standard deviation (σ) = 0.5; The number of samples needed (n) = 96.04, rounded to 96 people.

3.2. Data Type and Source

The type of used data are secondary data and primary data. The primary data source was obtained from the results of distributed questionnaires to students of online class 2018/2019 during the Covid-19 Pandemic. In detail the types and sources of data such as:

- Execution of entrepreneurship from lecturer
- Secondary data from head of administration of Economic Faculty
- Primary data from students
- Respondent profiles from students

3.3. Research Operational Variables

In this research, there are 2 variables, namely Entrepreneurial Knowledge (X) which is the independent variable with 7 indicators and Entrepreneurial Interest (Y) which is the dependent variable with 5 indicators.

3.4. Collecting Data Method

The data collection method uses a questionnaire. The questionnaire was made in the form of closed and open questions. Questionnaires were distributed to students online. After the questionnaire was filled in, it was tabulated and processed with SPSS version 22.0 with 30 people for validity and reliability tests. From the test results, if there are indicators of invalid and unreliable questions then they are excluded from the calculation. Furthermore, data processing is carried out for further analysis and to draw conclusions and suggestions.

3.5. Data Analysis Method

3.5.1. Validation Test

The validity test is useful for testing the accuracy of the questionnaire result. The number of samples used was 30 people. Correlation between items is considered eligible if $r > 0.3$ and if $r < 0.3$, then the items in the instrument are declared invalid. The "Corrected Item Total Correlation" is used for calculating correlation coefficient.

3.5.2. Reliability Test

Reliability testing can be done with Cronbach's Alpha if Item Deleted. If the count reliability (α) > 0.50 means the instrument is reliable and if $\alpha < 0.50$ means the instrument is unreliable.

3.6. Data Analysis

Data analysis uses simple linear regression to determine the effect of entrepreneurial knowledge on student entrepreneurial interests majoring in Management, Faculty of Economics, University Catholic of Saint Thomas Medan. Model: $Y_i = b_0 + b_1X_1 + \epsilon$. Hypothesis testing steps with procedures:

1. $H_0: b_i = 0$, meaning that entrepreneurial knowledge does not have positive and significant impacts on student entrepreneurial interest, majoring in Management, Faculty of Economics, University Catholic of Saint Thomas Medan.
 $H_1: b_i \neq 0$, meaning that entrepreneurial knowledge has positive and significant impacts on student entrepreneurial interests majoring in Management, Faculty of Economics, Catholic University of Santo Thomas, Medan.

2. Sample: 96 respondents with Level of significance ($1-\alpha$): 95%

3. Z statistical test: $Z = \frac{b_i}{S_{eb}}$

Information: Z = Z-count

b_i = regression coefficient

Seb = Standard error of the regression coefficient

H_0 is accepted if $-z(\alpha/2) \leq z_{count} \leq z(\alpha/2)$

H_1 is accepted if $z_{count} < -z(\alpha/2)$ or $z_{count} > z(\alpha/2)$

4. Test criteria:

H_0 is accepted if Z-count $<$ Z-table. H_1 is accepted if Z-count $>$ Z-table

5. The coefficient of determination (R^2)

The coefficient of determination to measure the ability of the independent variable to explain variations in the dependent variable is very limited.

4. Result and Discussion

4.1. Description of Research Data

4.1.1. Parents' Job.

5 of the respondent's parents work as civil servants, 6 parents work as private employees, 6 parents work as entrepreneurs, 3 parents are retired, and 76 respondents' parents work as farmers.

4.1.2. Characteristics of the Origin of Respondents from the Entrepreneurial Family

13 respondents came from the family of the entrepreneur, 81 respondents were not from the family of the entrepreneur, and 2 respondents said they did not know their family origin.

4.1.3. Characteristics of Interest in Entrepreneurship

20 respondents are interested in entrepreneurship, 40 respondents are not interested in entrepreneurship, and 36 respondents said they do not know their interest in entrepreneurship.

4.1.4. Characteristics Having Started and Running a Business

12 respondents claimed to have run a business and 84 respondents admitted that they had not started a business

From the data of respondent's characteristics above, it can be seen that parental work is dominated by farmers at 79.17%, 84.38% not from the family of entrepreneurs, 20.83% interested in entrepreneurship, and 12.5% having started and running a business.

The interest in entrepreneurship is caused by the desire to have their own business, create new jobs, increase income and experience, make families and parents happy, the desire to innovate, and the desire to realize their creativities.

The respondents are not interested in entrepreneurship because until now respondents have not thought about doing entrepreneurship, the large risk of failure in the future, lack of sufficient capital, lack of creativity, respondents do not have mental preparation to face failure, there is no mentor who directs entrepreneurship, the desire to become a civil servant, the respondent's parents do not agree if the respondent becomes an entrepreneur, and lack of support from the respondent's family.

4.2. Validity and Reliability Test Results

From the research it is shown that each research indicator consisting of 13 indicators of measuring entrepreneurial knowledge and entrepreneurial interest are all valid, so they can be used to measure the variables studied, because $r\text{-count} > r\text{-critical}$ (0.30). It is also shown that all indicators of measuring entrepreneurial knowledge and interest in entrepreneurship are reliable, and can be used to measure the variables studied, because the alpha value is bigger than 0.50.

4.3. Proof of Hypothesis

- The analysis results obtained by the simple linear regression equation are $Y = 1.966 + 0.490 X$. This means that entrepreneurial knowledge has a positive and significant effect on students Entrepreneurial Interest. This can be seen from the value of the regression coefficient which is positive.
- The correlation coefficient is 0.490. This means that entrepreneurial knowledge has a positive relationship with Student Entrepreneurial Interest.
- The determinant coefficient value of 0.230 means that student interest in entrepreneurship can be explained by 23% entrepreneurial knowledge, while 77% is explained by other factors that not discussed in this study.
- The test results obtained $Z\text{-count} = 5.306 > Z\text{-table} = 1.96$ with a significance level of $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted. This means that entrepreneurial knowledge has a positive and significant effect on Student Entrepreneurial Interest, majoring in Management, Faculty of Economics, University Catholic of Saint Thomas Medan.

5. Discussion

This study aims to examine the effect of entrepreneurial knowledge on students' entrepreneurial interest. Based on the analysis result, the discussion of the results of this study supports the hypothesis that there is a positive influence on Entrepreneurial Knowledge on Student Entrepreneurial Interest with a regression coefficient value of 0.490.

This shows that if the value of Entrepreneurial Knowledge (X) increases by 1 unit, then the value of Student Entrepreneurial Interest will increase by 0.490 units. The Entrepreneurial Knowledge variable has a Z count of 5.306, this value is greater than the Z table value of 1.65 with a significance value of $0.000 < 0.05$.

The results of this study are consistent with the results of research conducted by Mustofa in Novianto G. (2017) which states that entrepreneurial knowledge has a positive effect on entrepreneurial interest. Entrepreneurial knowledge is the result of a process carried out by the human senses to observe, hear and feel what other entrepreneurs do and produce so that humans become aware of the entrepreneurial profession. Someone who already has entrepreneurial knowledge will be more careful in analyzing and making decisions in the continuation of his business.

The entrepreneurial knowledge that students acquire in tertiary institutions through entrepreneurship courses can help students in analyzing aspects of location, finance, and others related to entrepreneurship. Entrepreneurial

knowledge will instill entrepreneurial values which will later form the mindset and mental attitude of entrepreneurship so that it will increase students' interest in entrepreneurship.

Of the 96 respondents who answered the seven questions related to entrepreneurship knowledge, there were 40.18% of respondents strongly agree that entrepreneurial knowledge affects entrepreneurial interest, 51.04% agree, 8.33% are quite agreeable, and 0.45% of respondents have a disagreement regarding the influence of entrepreneurial knowledge towards the interest in entrepreneurship. From this percentage, it can be said that 51.04% of students dominantly agree that Entrepreneurship knowledge courses are held in the curriculum.

Of the 96 respondents who answered five questions related to entrepreneurial interest, 28.33% of respondents strongly agreed with their interest in entrepreneurship, 44.17% agreed, 18.33% were quite agreeable, 8.33% disagreed, and 0.83% of respondents strongly disagree regarding their interest in entrepreneurship. From this percentage, it can be said that 44.17% of dominant students agree that Entrepreneurship knowledge courses can support motivation to be interested in entrepreneurship.

Based on the total weight of respondents' answers, it can be said that 51.04% of the dominant students agree that entrepreneurial knowledge is obtained from the Entrepreneurship knowledge course. Meanwhile, 44.17% of respondents agreed that the Entrepreneurship knowledge course could support student motivation to be interested in entrepreneurship.

The choice of the majority of respondents to agree arises because of the hope that students with entrepreneurship learning will motivate them to be interested in entrepreneurship because they want to have their own business, to create jobs, to increase income and experience, to make families and parents happy, to innovate, to earn income from the business they build, and to realize their creativities.

From the simple linear regression equation, it is obtained $Y = 1,966 + 4,490 (x)$ and the coefficient of determination (R^2) of 0.230, which means 23% of respondents agree that entrepreneurship knowledge is able to foster interest in entrepreneurship for students and 77.0% of other respondents think other factors affect interest in entrepreneurship which was not explained in this study.

From the regression equation $Y = 1,966 + 0.490 + e$, it is obtained a significant level of 0.000 is smaller than the significant standard of 5% or 0.05, $z\text{-count} = 5.306 > z\text{-table} = 1.65$, so that H_0 is rejected, which means that entrepreneurial knowledge has an influence which is positive for Student Entrepreneurial Interest.

From the research results, it was found that there were 77.0% of other factors that had not been explained that could foster students' interest in entrepreneurship. However, considering the current demands that the entrepreneurial knowledge obtained is not sufficient only through theories in education; a solution is needed to exchange experiences directly from entrepreneurs. In addition, entrepreneurial knowledge can be obtained through various media, both print and electronic. The more often someone receives information about entrepreneurial knowledge; it will have a positive impact in increasing interest in entrepreneurship.

Through entrepreneurial knowledge, a person can create various ideas and innovations in the field of entrepreneurship so as to create opportunities for entrepreneurship. Therefore, the easier it is to access various knowledge about entrepreneurship, it is hoped that it can increase student interest in entrepreneurship.

6. Conclusions

- There is a positive influence on Entrepreneurial Knowledge on Entrepreneurial Interest in Students. This can be proven by the calculated z -value of $5.306 >$ the z -table value of 1.65 with a significance value of $0.000 < 0.05$ and a regression coefficient value of 0.230. The more entrepreneurial knowledge that is obtained, the more it will foster Student Entrepreneurial Interest.
- There is a positive influence on Entrepreneurial Knowledge. This is evidenced from the results of simple linear regression which resulted in an F -count value of $28.154 >$ F -table of 1.96 with a significance value of $0.000 < 0.05$. The entrepreneurial knowledge variable gives a coefficient value of 0.230.

7. Suggestions

- The coefficient of determination (R^2) of 0.230 indicates the low influence of entrepreneurial knowledge on student entrepreneurial interest. For this reason, it is necessary to increase more applicable material with synergy support from other courses such as Business Management. Marketing, e-commerce to support and foster student interest in entrepreneurship.
- With the emergence of reasons for not being interested and reasons for being interested in entrepreneurship from students, to overcome this it is appropriate for the Catholic University of Santo Thomas Medan to establish a cooperative unit as a place for training (internships) or a place to learn entrepreneurship for students so that it is hoped that they can become entrepreneurs someday and free from unemployment.
- For further research, it is advisable to add other variables outside of this study that can explain the dependent variable more comprehensively

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